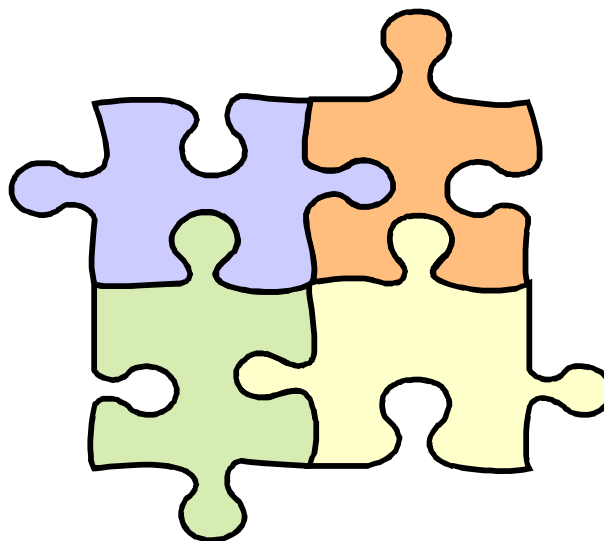


**Field Review of
Proposed Single Subject Subject Matter
Program Standards
In Social Science**



**Survey
August 2002**

Please print a copy of the survey and complete and mail or fax your response by **September 23, 2002** to:
The California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814
fax 916 324-8927

Introduction

Your response to this survey will inform the California Commission on Teacher Credentialing's field review of proposed new standards of program quality and effectiveness for Single Subject Subject-Matter Programs. These programs for prospective teachers offer one pathway to demonstrate competency in a subject area. In addition to subject matter competency, prospective single subject teachers must also complete an approved program of pedagogical preparation that focuses on the knowledge, skills and abilities associated with a departmentalized teaching assignment.

Individuals holding a Single Subject Teaching Credential may teach in a specific subject area in departmentalized classes in grades K-12. Departmentalized classes are those in which a teacher teaches one subject to a class of students and are typically offered in high schools and middle or junior high schools.

It is the responsibility of the Commission to ensure that each prospective teacher experiences a high quality preparation program. The Commission does this by adopting standards of program quality and effectiveness that assure consistency across all approved programs in all subject areas. This set of draft standards for single subject programs is divided into two sections, Standards Common to All and Standards for Programs in social science.

The Draft Standards Common to All address program qualities that are consistent across all subject areas. The proposed standards are:

- Draft Standard 1: Program Philosophy
- Draft Standard 2: Technology
- Draft Standard 3: Diversity and Equity
- Draft Standard 4: Coordination
- Draft Standard 5: Advisement and Support
- Draft Standard 6: Assessment of Subject Matter Competence
- Draft Standard 7: Program Review and Evaluation
- Draft Standard 8: Literacy
- Draft Standard 9: Early Field Experiences
- Draft Standard 10: Varied Teaching Strategies

The Draft Standards Common for Programs in social science are:

- Draft Standard 11: Overall Quality of Program Content

Draft Standard 12: Emphasis and Depth of Study
 Draft Standard 13: Integration of Studies
 Draft Standard 14: World Perspectives
 Draft Standard 15: National Perspectives
 Draft Standard 16: State Perspectives
 Draft Standard 17: Citizen Perspectives
 Draft Standard 18: Ethical Perspectives
 Draft Standard 19: Teaching and Learning History/Social Sciences

Each standard includes the standard statement and required elements. The required elements provide further description and explanation of the concepts addressed in the standard statement. Program sponsors will be expected to address the standard as a whole and each required element.

General Directions

The survey questions are designed to find out how important you and other educators think the proposed standards and their required elements are in the preparation of effective single subject teachers. Survey results will be used to revise the draft standards and develop a final set of standards for recommendation to the Commission for adoption. Once adopted, each prospective program sponsor in a single subject area will be required to prepare a written response to the new standards.

You will be asked to rate the importance of each program standard statement and each required element in relation to the effective preparation of prospective teachers. You will also be asked whether any program elements are missing and will be provided space to suggest additional elements or topics to be addressed in the standard. Finally you will be asked whether this draft set of subject area program standards considered as a whole address all the elements necessary for a program to prepare effective teachers of social science.

Please answer the survey questions based on your own experiences.

Background Information

1. Are you currently working in a K-12 or an IHE organization? Yes <input type="radio"/> GO to Question 2 No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.	2. Are you currently, or have you recently (last 3-5 years) been working with the area of social science? Yes <input type="radio"/> GO to Question 3 No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.	3. Are you familiar with the K-12 student academic content standards in social science? Yes <input type="radio"/> GO to Question 4 No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.
4. Name:	5. Position:	6: May we contact you for further information? Telephone: (____)-____-____

		Fax: ()- - - - Email: _____
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Draft Standards Common to All

Standard 1:	Program Philosophy and Purpose
Standard 2:	Technology
Standard 3:	Diversity and Equity
Standard 4:	Coordination
Standard 5:	Advisement and Support
Standard 6:	Assessment of Subject Matter Competence
Standard 7:	Program Review and Evaluation
Standard 8:	Literacy
Standard 9:	Early Field Experiences
Standard 10:	Varied Teaching Strategies

Standards Common to All

	1.0 How important are these program characteristics in preparing effective teachers of social science?			
Draft Standard 1: Program Philosophy and Purpose	Essential	Important	Somewhat Important	Not Important
The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes reflective of the Standards for Single Subject Teaching Credential Programs. The program provides the course work and field experiences necessary to teach the specified subject to all students in California's diverse public school population. The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted <i>Academic Content Standards for K-12 Students</i> and <i>Curriculum Frameworks for California Public Schools</i> . The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teachers' professional career.	O	O	O	O
1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.	O	O	O	O
1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.	O	O	O	O

Standards Common to All

	2.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 2: Technology	Essential	Important	Somewhat Important	Not Important
The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of the each prospective teacher's program of study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California preparation program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 In the program, prospective teachers use current and emerging technologies relevant to their discipline to enhance their subject matter knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add? 				

Standards Common to All

	3.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 3: Diversity and Equity	Essential	Important	Somewhat Important	Not Important
The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.	O	O	O	O
3.1 The institution recruits and provides information and advise to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter program.	O	O	O	O
3.2 In the subject matter program, prospective teachers examine principles of educational equity and diversity and their implementation in the curriculum and instructional practices in California public schools.	O	O	O	O
3.3 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all background.	O	O	O	O
3.4 The subject matter program incorporates a wide variety of pedagogies and opportunities that take into account cognition and the different ways that students learn. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.	O	O	O	O

3.5 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools.	O	O	O	O
<p>3.6. Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i></p> <p>O Yes O No</p> <p>If YES, what would you add?</p>				

Standards Common to All

	4.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 4: Coordination	Essential	Important	Somewhat Important	Not Important
One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of the program. The coordinator(s) will ensure ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1 A program coordinator will be designated from within the academic program faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 The program coordinator will ensure that opportunities are provided for collaboration by faculty, students, and appropriate public school personnel in the design, development of and revisions to the program and communicate program goals to the campus community, other academic partners, school districts and the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Sufficient time and resources are allocated for faculty coordination and staff support for all aspects of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 The program provides opportunities for collaboration on curriculum development among program faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 University and program faculty will cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers anticipating transfers to a baccalaureate degree-granting institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, what would you add?				

Standards Common to All

	5.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 5: Advisement and Support	Essential	Important	Somewhat Important	Not Important
<p>The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of:</p> <ul style="list-style-type: none"> • Resident prospective students • Early deciders entering blended programs • Underrepresented groups among present teachers • Prospective teachers who transfer to the institution • Prospective teachers in career transition 	O	O	O	O
5.1 The institution will develop and implement processes to identify prospective Single Subject teachers and advise them about all program requirements, and career options.	O	O	O	O
5.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.	O	O	O	O
5.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions including community colleges through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the State-adopted <i>Academic Content Standards for K-12 Students in California Public Schools</i> .	O	O	O	O
5.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.				

5.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? *(Please fill in Yes or No)*

☐ Yes ☐ No

If YES, what would you add?

Standards Common to All

	6.0 How important are these program characteristics for preparing effective teachers of social science?			
Standard 6: Assessment of Subject Matter Competence	Essential	Important	Somewhat Important	Not Important
The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 End-of-program summative assessment includes a defined process for evaluating performance, an appeal process, and specific opportunities for candidates to repeat portions of the assessment as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5 The program staff regularly evaluates the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, what would you add? 				

Standards Common to All

	7.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 7: Program Review and Evaluation	Essential	Important	Somewhat Important	Not Important
The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public school personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 3 years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, faculty in pedagogical preparation programs that graduates enter, employers of credentialed teacher graduates, and appropriate community college and public school personnel. All these stakeholders will have subsequent opportunities to examine review findings and contribute to program development decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standards Common to All

7.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? *(Please fill in Yes or No)*

☐ Yes ☐ No

If YES, what would you add?

Standards Common to All

	8.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 8: Literacy	Essential	Important	Somewhat Important	Not Important
The program of subject matter preparation for prospective Single-Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2 The program prepares prospective teachers to be subject matter literate and able to use the research conventions of the disciplines of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.4 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, what would you add? 				

Standards Common to All

	9.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 9: Early Field Experiences	Essential	Important	Somewhat Important	Not Important
Prospective Single Subject teachers have planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences should be linked to program coursework and should give a breadth of experiences across grade levels and with diverse populations. The early field experience program should be planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution will cooperate with school districts in selecting schools and classrooms for introductory classroom experiences and document each prospective teachers' observations and experiences.	O	O	O	O
9.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.	O	O	O	O
9.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program. Early field experiences encompass a variety of settings, grade levels and student populations.	O	O	O	O
9.3 Early field experiences encompass a variety of settings, grade levels and student populations.	O	O	O	O
9.4 Prospective teachers should have opportunities to reflect on and analyze their early field experiences in relation to course content. This reflection and analysis is documented using instructional methods such as completion of carefully designed field experience journals, portfolios of required field experience components, discussions in the subject matter course.	O	O	O	O

9.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the subject matter requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>9.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i></p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If YES, what would you add?</p>				

Standards Common to All

	10.0 How important are these program characteristics for preparing effective teachers of social science?			
Draft Standard 10: Varied Teaching Strategies	Essential	Important	Somewhat Important	Not Important
In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms. Prospective teachers experience a variety of assessments as an integral part of instruction, reflect on themselves as learners, and examine ways in which subject matter content is conceived and organized for instruction and learning. Faculty development programs enable college and university subject matter faculty to explore and use varied teaching practices.	O	O	O	O
10.1 Prospective teachers experience in their coursework a variety of assessments, including wide use of selected response, constructed response, oral assessment, and performance-based assessment practices.	O	O	O	O
10.2 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials, and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.	O	O	O	O
10.3 Program faculty employ a variety of interactive engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction, and student-centered discussions.	O	O	O	O
10.4 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.	O	O	O	O
10.5 Program coursework and fieldwork provide prospective teachers opportunities to reflect on different learning styles and cognitive development theories and their implications for mastery of subject content.	O	O	O	O

Standards Common to All

10.6 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.	O	O	O	O
10.7 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.				
10.8 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, what would you add? 				

Single Subject Program Standards for Social Science

Standard 11:	Overall Quality of Program
Standard 12:	Emphasis and Depth of Study
Standard 13:	Integration of Studies
Standard 14:	World Perspective
Standard 15:	National Perspective
Standard 16:	State Perspective
Standard 17:	Citizen Perspective
Standard 18:	Ethical Perspective

Single Subject Program Standards for Social Science

	11.0 How important are these program characteristics for preparing effective teachers of history-social science?			
Standard 11: Overall Quality of Program Content	Essential	Important	Somewhat Important	Not Important
In the program, each prospective history/social science single subject teacher studies and learns subjects required by Ed. Code Section 51210 and incorporated in the “History - Social Science Content Standards for California Public Schools “ for grades 6-12 and the “History-Social Science Framework for California Public Schools”. The program includes coursework taught by appropriate faculty and field experiences that address the ideas, strategies and techniques essential to teaching the social sciences at the grade level of the authorization of the basic credential.	O	O	O	O
Required Elements				
11.1 In the program, prospective teachers complete a series of required courses that include comprehensive coverage of the academic content/subjects of the state adopted K-12 student academic content standards and frameworks for California public schools.	O	O	O	O
11.2 The content of the program is based on contemporary research and published literature in history and the social sciences.	O	O	O	O
11.3 Prospective teachers examine the significance of eras, events, individuals, issues, paradigms, concepts and values in history and the social studies.	O	O	O	O
11.4 In the program, prospective teachers select, integrate, and translate the content and methods of investigations of history and social sciences.	O	O	O	O

Single Subject Program Standards for Social Science

	12.0 How important are these program elements for preparing effective teachers of history-social science?			
Standard 12: Emphasis and Depth of Study	Essential	Important	Somewhat Important	Not Important
Each program emphasizes knowledge aligned with the “History-Social Science Content Standards for California Public Schools”, the “History-Social Science Framework for California Public Schools” and the current Subject Matter Requirements. The prospective teacher must complete a broad range of course work in the required disciplines of history, economics, political science and geography.	O	O	O	O
Required Elements				
12.1 The program requires prospective teachers to successfully complete economics course work that includes scarcity and decision-making, incentives, voluntary exchange, U.S. product and labor markets in a global setting, economic data, and government’s economic role, with an emphasis on historical and contemporary international economic issues and problems.	O	O	O	O
12.2 The program requires prospective teachers to successfully complete coursework in United States history and geography, including comprehensive surveys and concentrated studies of selected historical periods after the founding of the nation.	O	O	O	O
12.3 The program requires prospective teachers to successfully complete coursework in world history (western and non-western), including comprehensive surveys and concentrated studies of selected historical periods.	O	O	O	O
12.4 The program requires prospective teachers to successfully complete coursework that develops knowledge of major geographic themes, including location, place, human-environmental interaction, movement and regions.	O	O	O	O
12.5 The program requires prospective teachers to successfully complete coursework that includes study of the fundamental principles of American democratic institutions, with emphasis on the Constitution and the Bill of Rights, political theory and the comparative study of governments.	O	O	O	O

Single Subject Program Standards for Social Science

	13.0 How important are these program elements for preparing effective teachers of history-social science?			
Standard 13: Integration of Studies	Essential	Important	Somewhat Important	Not Important
The program includes the integrated study of world and United States history, economics, political science and geography. The program emphasizes relationships among the major themes and concepts of these disciplines. The program requires prospective teachers to learn and apply methods of inquiry, analysis and interpretation that are used in history and the social science disciplines as identified in the “History-Social Science Content Standards for California Public Schools” for grades 6-12 and the “History-Social Science Framework for California Public Schools.”	○	○	○	○
13.1 The program requires each prospective teacher to examine systematically the major concepts, themes and processes in history, the social sciences and the humanities and to examine similarities and differences among the different disciplines.	○	○	○	○
13.2 The program provides opportunities for prospective teachers to study issues selected from history and the social sciences through the humanities (including the arts).	○	○	○	○
13.3 Each prospective teacher in the program has multiple opportunities to learn and use appropriate methods of inquiry that characterize the study of history and the social sciences and to compare methodologies across several disciplines.	○	○	○	○
13.4 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add? 				

Single Subject Program Standards for Social Science

	14.0 How important are these program elements for preparing effective teachers of history-social science?			
Standard 14: World Perspective	Essential	Important	Somewhat Important	Not Important
The program develops each prospective teacher's knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Prospective teachers acquire world perspectives in studies of history, human culture, geography, government, and economics as outlined in the "History-Social Science Content Standards for California Public Schools" for grades 6 - 12 and the "History-Social Science Framework for California Public Schools"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.1 The program requires each prospective teacher to examine issues of world and regional interdependence and conflict in historical and contemporary studies of Africa, the Americas, Asia and Europe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.2 Studies address the influences of western civilization on the evolution of traditional and contemporary ideas in American political institutions, laws, and ideologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.3 The subject matter program includes studies of non-western history, culture, geography, government, philosophy, religion, literature and art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.4 The program includes required study of world history, with emphasis on interrelationships between western and non-western cultures, intellectual and religious traditions, and the economic interdependence of world regions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add? 				

Single Subject Program Standards for Social Science

	15.0 How important are these program elements for preparing effective teachers of history-social science?			
Standard 15: National Perspective	Essential	Important	Somewhat Important	Not Important
The program develops prospective teacher's knowledge and understanding of United States history, culture, geography, government, and economics and of the evolving national experience as outlined in the "History-Social Science Content Standards for California Public Schools" for grades 6 - 12 and the "History-Social Science Framework for California Public Schools"	O	O	O	O
15.1 The program requires each prospective teacher to examine the system of representative democracy in the United States and to examine the nature, structure and relationships of federal, state, local and tribal governments.	O	O	O	O
15.2 The program requires each prospective teacher to examine the major documents of American democracy, including but not limited to the Mayflower Compact, Declaration of Independence, Articles of Confederation, The Federalist Papers, The Constitution, the Bill of Rights and other Amendments, Washington's Farewell Address and the Gettysburg Address.	O	O	O	O
15.3 The program requires each prospective teacher to study the economic system in the United States, with particular emphasis on the historical development of economic institutions and thought.	O	O	O	O
15.4 The program exposes the prospective teacher to a wide range of perspectives on United States history, including major historiographic and social science interpretations.	O	O	O	O
15.5 The program requires each prospective teacher to examine the changing role of the United States, including major historiographic and social science interpretations.	O	O	O	O

Single Subject Program Standards for Social Science

	17.0 How important are these program elements for preparing effective teachers of history-social science?			
Standard 17: Citizen Perspective	Essential	Important	Somewhat Important	Not Important
The program develops each prospective teacher's knowledge and understanding of the rights and responsibilities of citizens in a representative democracy, as outlined in the "History-Social Science Content Standards for California Public Schools" for grades 6-12 and the "History-Social Science Framework for California Public Schools."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.1 The program enables each prospective teacher to gain an appreciation for the dignity of individuals and the importance of human rights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.2 The program requires each prospective teacher to understand individual rights and responsibilities under the federal, state, local and tribal governments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.3 The program requires each prospective teacher to learn about the strengths and weaknesses of democratic institutions and the conditions that encourage democracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.4 The program requires each prospective teacher to examine the economic, social and political factors that affect civic participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.5 The program provides opportunities for each prospective teacher to confront controversial issues in ways that respect the right of individuals to differ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.6 The program provides opportunities for prospective teachers to take active citizenship roles in society and to develop social and political skills, such as those to be gained by service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.7 The program requires each prospective teacher to be familiar with theories and current research on democracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>17.7 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i></p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If YES, which would you add?</p> 				

Single Subject Program Standards for Social Science				
	18.0 How important are these program elements for preparing effective teachers of history-social science?			
Standard 18: Ethical Perspective	Essential	Important	Somewhat Important	Not Important
The program develops each prospective teacher's knowledge and understanding of ethics, philosophy and the role of religion in human experiences as outlined in the "History-Social Science Content Standards for California Public Schools" for grades 6-12 and the "History-Social Science Framework for California Public Schools."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.1 Each prospective teacher compares and contrasts the ethical, philosophical and religious ideas and beliefs in the major western and non-western cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.2 Each prospective teacher analyzes the role of religions in the formation and evolution of American society and culture, including issues specific to California.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.3 Each prospective teacher demonstrates an understanding of scientific and religious perspectives on controversial issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.4 Each prospective teacher understands that place of religion, philosophy and ethical beliefs in American public education as defined by Constitutional principles and local, state and federal laws.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective social science teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

Overall Program Standards	
Please judge the extent to which the full set of subject matter program standards described in this survey encompass the program elements that are necessary to prepare an effective social science teacher by answering the questions below.	
If you think the full set of program standards cover all of the critical program elements that are necessary to prepare effective social science teachers, write 100 in the space provided in Question a. If you think the program standards cover none of the program elements that are necessary to prepare an effective social science teacher, write 0 in the space provided. If you think the program standards cover some, but not all , of the program elements, write a number from 1 to 99 to reflect the proportion of the single subject program in social science that <i>are covered</i> by these program standards.	
a. Taken as a whole , what percentage of the program elements needed to prepare effective social science teachers is covered by the full set of program standards?	b. If less than 100% in Question a, please identify any critical program elements that are missing from the program standards. <i>(It is not necessary to repeat missing elements you mentioned in previous responses.)</i>
<div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <div style="border-bottom: 1px solid black; width: 30px; height: 15px;"></div> <div style="border-bottom: 1px solid black; width: 30px; height: 15px;"></div> <div style="border-bottom: 1px solid black; width: 30px; height: 15px;"></div> <div style="font-size: 24px;">%</div> </div>	